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INSTITUTE OF
INTERNATIONAL
EDUCATION



Cooperative Agreement 263-A-00-10-00026-00

Quarterly Report

FY2014, Quarter 1

Table of Contents

Executive Summary:.....	3
FY 2014, Quarter 1 Reporting against Annual Work Plan:.....	5
Cohort 1 and Cohort 2 Updates	13
Cohort 3 Student Update	13
Highlights of Cohort 3 students:	13
Cohort 3 Terms and Conditions Signing and Orientation	15
Orientation and Team Building Retreat November 14-16, 2013.....	15
Bridge Year Program	16
Study in the U.S. Opportunities	18
Leadership in Action Program, Enrichment Activities	18
Annual Student-Led Workshop.....	19
Nahdet El Mahrousa (NM) Enrichment Activities.....	20
Nama’a Follow-up Camp:.....	20
Misriyati Module 2:.....	21
Egypt the Big Picture Sessions and Innovation Seminars (EGTBPS&IS).....	22
Career Component.....	24
Student Self-Assessment.....	24
Career Counseling	25
Internships	26
University Capacity Building Program.....	27
Reporting and M&E.....	28
Comparison Group (non-LOTUS students)	28
Conclusion.....	30
Annexes.....	30
Annex (1) breakdown of applicants by governorate, gender, eligibility, and status	31
Annex (3) Team Building Retreat November 14 - 16, 2013 Agenda	31
Annex (4) University Capacity Building – Team Leadership Session Agenda	33
Annex (5) Comparison Group Survey.....	34
Annex (6) Comparison Group Meeting Agenda	38

Executive Summary:

On May 4, 2010, IIE/Egypt was awarded the New Scholarship Program (renamed LOTUS Scholarship Program). The original award and subsequent modifications awarded in August 2011 provide funding for 150 scholarships. Two competitive, nationwide outreach, recruitment, and selection cycles (summer 2010 and summer 2011) resulted in 150 students being selected and joining LOTUS partner universities. Currently, 146 students are enrolled in academic programs as one student graduated, one student left the program, and two students were terminated due to weak academic performance.

On September 4, 2013, IIE/Egypt was awarded funding for 50 additional scholarships. IIE immediately mobilized and held a series of five interview camps to selected students for Cohort 3. Currently, 50 students are enrolled at the BUE to attend the Bridge Year Program where they will attend two academic semesters to receive a suite of essential skills including English language, computer, research and study skills. One of the students on the primary list Hossam Talat Mansour, Giza Governorate, declined the scholarship for personal reasons. He was replaced by Ebram Youssef Zawiras from Beni Suef one week after the start of the Bridge Year Program.

Profile of the 147 LOTUS Cohort 1 and 2 students (including graduated student):

The LOTUS students represent all of Egypt's 27 governorates and two former governorates.

COHORT 1, CYCLES 1 & 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Behira	BeniSueif	Cairo	Dakahilia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaliyoubia	Qena	Red Sea	Sharkiya	Sohag	South Sinai	Suez	Recruited
Female representation	2	3	1	2	2	4	2	1	2	1	1	4			3	1	2	2	4	1	1	2	1	1	1	2	3	2	1	52
Male representation	0	2	1	2	1	2	4	1	1	1	1	2	1	1	1	2	2	1	4	2	1	2	2	1	3	1	1	2	2	47

COHORT 2 Candidates (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Behira	BeniSueif	Cairo	Dakahilia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	1		2	2	3		1	1	1				2	1		2	1			1	1	2	0		1	1	27
Male representation			2		1		1		1	1	1		1	1	1	1	1	1	1	1	1	1		1	1	1		1		21

Profile of the 50 LOTUS Cohort 3 students:

COHORT 3 Candidates (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	BeniSueif	Cairo	Dakahilia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menoufiya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation		1	3	1	2	1			2		1	1			1	1	3	1	2	1		2		1	1	3		28
Male representation		1	1	1	3	2			1		2			2	1		2					1		2	1	1	1	22

This was a very busy and productive quarter for LOTUS students and IIE LOTUS. During FY2014, Q1, the following activities took place:

- 50 Cohort 3 students and guardians signed terms and condition letters and began the Bridge Year Program at BUE.
- Orientations and a team building retreat were held for Cohort 3 students.
- IIE recruited and hired an Academic Advising Manager for Cohort 3.
- Mary C. Ott, USAID mission Director's visited the British University in Egypt (BUE) campus to welcome the Cohort 3 students .
- 31 staff members from LOTUS partner Ahram Canadian University attended a seminar on Team Leadership" as part of the LOTUS University Capacity Building component.
- 13 students (8 Cohort 1 and 5 Cohort 2) returned to Egypt after completing the fall 2013 semester at U.S. universities.
- 9 students (6 students Cohort 1 and 3 students Cohort 2) have been placed at U.S. universities for the spring 2014 semester.
- 120 Cohort 1 and 2 students and 48 Cohort 3 students took the TOEFL ITP exam to assess their English language proficiency.
- 40 Cohort 1 students and 8 Cohort 2 students completed the career self-assessment survey as part of the NM pilot group.
- 41 Cohort 1 and 8 Cohort 2 students were offered career counseling services.
- 39 Cohort 1 and 2 students attended second modules of the Misriyati Program.
- 37 Cohort 1 and 2 students attended Big Picture and Innovation sessions.
- 15 Cohort 1 and 2 students attended the Nama'a follow up camp.

FY 2014, Quarter 1 Reporting against Annual Work Plan:

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
Task 0: Program Start-up and Management										
0.1	Finalize and execute legal service agreements for Universities	University sub-grants are being retailored and finalized					12/2013	On-going	11/2013	Completed
0.2	Staffing of all IIE and partner positions	IIE incremental program staff are hired; University asst. coordinators are contracted; NM program staff are hired							12/2013	Completed - 12/22/13
0.3	Complete Annual Work Plan (AWP) for year 3	AWP is completed with Cohort 1 and Cohort 2 clearly represented and approved by USAID						11/2013		Completed - 11/2013
0.4	Realignment of Cohort 1 budget		12/2013	On-going						
0.5	Program Modification for Cohort 1		12/2013	On-going						
0.6	Realignment of Cohort 2 budget				12/2013	On-going				
0.7	Program Modification for Cohort 2				12/2013	On-going				
0.8	Conduct orientation days	Orientation days will be conducted for Cohort 3 students							3	3
Task 1: LOTUS Scholarship Program Recruitment, Selection and Placement										
1.1	Placement of Cohort 3 students	Placement of 50 students in the Bridge Year Program and BUE in FY2014, Q1 to begin studies at partner universities in FY2014, Q4.							10/2013	Completed – 11/2014

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
1.2	50 Cohort 3 LOTUS students are enrolled in the Bridge Year Program	The BYP, which will run for two full academic semesters, will be comprised of three components: English Language Component, Computer Skills Component, and Study and Presentation Skills Component.							11/2013 – On-going	On-going
1.3	English Placement Exam for Cohort 3 students	Students will sit for the English Placement Exam before the beginning of the BYP and based on their English level, will be distributed into groups.							11/2013	48 students completed - 12/2014; 2 students FY2014, Q2
Task 2: LOTUS Scholar Academic and Personal Support										
2.1	Develop agreements with the five universities to host LOTUS students and pay university coordinators	Universities, coordinators and assistant coordinators are paid according to agreed upon intervals					On-going	On-going	On-going	On-going
2.2	LOTUS students are supported financially and materially to attend university	Allowances are paid bi-weekly; Student housing and personal space are ensured and monitored; Transportation is provided as needed					On-going	On-going	On-going	On-going
2.3	Conduct occasional meetings with LOTUS students at the group and individual levels	Meetings are held to identify issues, review policies, etc.;					On-going	On-going	On-going	On-going
2.4	Provide wellness and counseling sessions to LOTUS students	LOTUS students receive support and enhance their coping skills					On-going	On-going	On-going	On-going
Task 3: Leadership in Action Program										

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts						On-going	On-going	On-going	On-going
3.2	Work collaboratively with partner NGO Nahdet El Mahrousa on NM-specific Leadership in Action sessions and activities						On-going	On-going	On-going	On-going
3.3	Leadership in Action Program sessions delivered by IIE staff and facilitators	Sessions are delivered on variety of themes including leadership concepts and fundamentals, values, communication skills, community service, etc. Team building retreats are held.					6	2	1	1
3.4	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.					1	2		
3.5	Leadership in Action Program sessions delivered by Nahdet El Mahrousa	NM components are scheduled, session customization is undertaken, and sessions are held including Misriyati Tolerance Workshops, Innovation and Big Picture Seminars, and Namaa Summer Program					8	10		
3.6	Namaa Summer Program delivered by Nahdet El Mahrousa	NM and IIE schedule Namaa and students are selected and participate								
3.7	NM and other cultural events and trips	NM and IIE schedule and implement events and trips								
3.8	Coordinate community service learning activities	IIE works with students to ensure that they are engaged in community					On-going	On-going		

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
		services								
3.9	Annual Student-led Leadership Workshop	LOTUS students plan and conduct Annual Student-led Workshops								
Task 4: English Language Support										
4.1	All LOTUS students who have not scored >550 take the ITP TOEFL exam	LOTUS students take ITP TOEFL exam to gauge English language proficiency improvements					11/2013 – 12/2013	120 students completed - 12/2013; 16 students in FY2014, Q2	12/2013	48 students completed - 12/2013; 2 students in FY2014, Q2
4.2	Provide Intensive Summer English Program	Students are selected to participate in Intensive Summer English Program based on proficiency levels, English courses offered by partner universities, and assessments								
4.3	Provide supplemental English language programming	Students are enrolled in English courses as partner universities, English language public courses, and/or LOTUS supplemental English language courses based on proficiency levels	On-going	15	On-going	7				
Task 5: Study Abroad Program										
5.1	Orientation of LOTUS Cohort 1 & 2 students to Study Abroad Program	LOTUS students are aware of the Study Abroad opportunity and eligibility criteria for the remaining opportunities								

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
5.2	Application, review and selection of LOTUS students for Study Abroad Program	Application, review and selection conducted for remaining opportunities								
5.3	Placement of eligible LOTUS students at U.S. universities by IIE NY Placement Office	LOTUS students are placed at U.S. universities on rolling basis based on max. travel dates; Courses are selected based on requirements of partner universities; U.S. university cost share is obtained; IIE works with partner universities on required courses and transfer of credits					On-going	On-going		
5.4	Study Abroad logistics	All logistics necessary to LOTUS student travel to U.S. are undertaken including visa and Trainet entry, travel arrangements, insurance, etc.					On-going	On-going		
5.5	Pre-departure Orientation for LOTUS students who will travel to the U.S.	Pre-departure orientations are held for LOTUS students prior to travel						4		
5.6	IIE/New York welcome and orientation of LOTUS study abroad students and introductions to hosting universities	IIE NY Placement Office orients LOTUS study abroad students and introduces them to hosting universities								
5.7	Monitoring of Study Abroad Program and issues	IIE NY Placement Office routinely monitors LOTUS study abroad students					On-going	On-going		

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
5.8	Re-entry and Debrief activities for Study Abroad participants	Re-entry and debrief activities are held for students upon their return to Egypt; Returnees are involved in activities for future study abroad students					12/2013	Moved FY2014, Q2		
Task 6: Career Development										
6.1	Develop NM-led Career Development component	NM components are developed/customized					On-going	On-going		
6.2	Career counseling sessions	Two career counseling sessions are held with each student	43	41		8				
6.3	Student career self-assessment activities	All LOTUS students take career self-assessment once in FY14 and again in year of graduation	43	39		9				
6.4	Coordinate intern and workplace activities	Internships are sourced for LOTUS students					On-going	On-going		
6.5	Career mentoring activities	NM volunteers mentor LOTUS students starting in FY2014 and beyond								
6.6	Career events	Graduating students attend public career events								
Task 7: Leadership Capacity Building for Universities										
7.1	Design and develop up to five university capacity building sessions for LOTUS partner universities	Seminars are developed on topics and issues of importance to the LOTUS partner universities based on each universities needs					On-going	On-going	On-going	On-going
7.2	Deliver Strategic Leadership Seminar #2 to LOTUS partner universities	Seminar #2 is delivered at five partner universities					1	1		

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
7.3	Deliver Strategic Leadership Seminar #3 to LOTUS partner universities	Seminar #3 is delivered at three partner universities								
7.4	Deliver Strategic Leadership Seminar #4 to LOTUS partner universities									
7.5	Deliver Strategic Leadership Seminar #5 to LOTUS partner universities									
7.6	Deliver Strategic Leadership Seminar #6 to LOTUS partner universities									
7.7	Invite university leaders to participate in Leadership in Action and other LOTUS activities						On-going	On-going		
Task 8: Communications, Monitoring and Evaluation										
8.1	Website design/launch and updating	LOTUS Program website is updated to keep stakeholders informed					On-going	On-going	On-going	On-going
8.2	Set-up and maintain collaborative communication and survey tools	Survey tools are developed and implemented to gather student feedback and program evaluation data. Baseline survey will be conducted for Cohort 3 students to assess their leadership skills and community service involvement					On-going	On-going	On-going	On-going
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities					11/2013	11/2013	11/2013	11/2013

			Planned FY2014, Q1 Cohort 1	Status as of 12/31/2013 Cohort 1	Planned FY2014, Q1 Cohort 2	Status as of 12/31/2013 Cohort 2	Planned FY2014/Q1 both Cohorts	Status as of 12/31/2013 both Cohorts	Planned FY2014, Q1 Cohort 3	Status as of 12/31/2013 Cohort 3
8.4	Identify the control group of students and plan for annual assessments	Control group is established with representation of each governorate to evaluate impact of LOTUS Program on LOTUS students	12/2013	First meeting completed – 12/2013						
8.5	Submit Quarterly and Annual Reports						01/31/2014	01/31/2014	01/31/2014	01/31/2014
8.6	Develop LOTUS highlights and PR documents	LOTUS student success and impact stories and achievements will be collected and documented					On-going	On-going	On-going	On-going

Cohort 1 and Cohort 2 Updates

During this quarter, Cohort 1 and 2 students were occupied by their studies, LOTUS activities, extra-curricular activities and volunteering. The majority of students have acclimated well and there were no major issues this quarter.

Campus Visits:

The IIE LOTUS team conducts regular campus visits as part of its commitment to ensuring that students receive the support they need in order to integrate socially and excel in their academics. During the reporting quarter, five campus visits were conducted to meet with the universities' coordinators and the students to identify issues and review policies with the students. Visits were made to MSA, ACU, FUE and PUA for different academic purposes and dorm maintenance and interpersonal issues that were raised by students and required IIE intervention, the fifth visit was to BUE to provide the Cohort 3 students with their laptops and USB mobile Internet modems.

Cohort 3 Student Update

During the past quarter, IIE completed the outreach, recruitment, and screening phases for the selection of Cohort 3 students. *Please see Annex (1) for breakdown of applicants by governorate, gender, eligibility, and status.*

Highlights of Cohort 3 students:

The female to male student ratio for Cohort 3 is 28:22. It is important to note that the number of female applicants exceeded male applicants. In addition, the number and quality of female applicants was better than male applicants in each phase of the screening process as was the case in the 2011 selection. We did not want to sacrifice quality of students or financial need to increase the number of male students. The alternate pool consisted of 12 female students and 1 male student at the time of award of scholarships. We did not feel that there were other male applicants with high qualifications and financial need. The male alternate subsequently replaced a male student who declined the scholarship after the start of the Bridge Year program.

Students from under-served governorates are highly represented in Cohort 3 as follows:

- 74% of Cohort 3 students are from under-served governorates.
- 22 of 28 female students are from under-served governorates.
- 15 of 22 male students are from under-served governorates.
- 11 of the 12 governorates designated as under-served are represented by at least one female and one

male student.

The only governorate not represented by one female and one male student is North Sinai, which is represented by two female students. The applicant pool from North Sinai was very small this year perhaps as a result of the ongoing political instability and violence. Of the four male students, one did not have sufficient financial need and was cut prior to the home visits and two did not obtain the minimum cumulative thanaweya amma score of 85% making them ineligible and were cut prior to the interview camps. The final eligible male student from North Sinai attended the interview camp, however we did not select him, because in comparison to other students, his financial need was very low (family has significant assets and children studying in a private university).

South Sinai is represented by three female students and one male student, which brings the combined representation of Sinai to six students. It is important to note that the average financial need level of students from Sinai is lower than those of students from Upper Egypt. There are several students on the alternate list with higher financial need than that of the students from Sinai; however the students from Sinai were given preference as per earlier guidance about the importance of having strong representation from Sinai. Should USAID prefer to give priority to students with higher need from other governorates, we can reduce the number of students from Sinai.

The average financial need of students in Cohort 3 is quite high as demonstrated in the financial need application and in the home visit reports. There are many students in Cohort 3 with one or both parents deceased. Some students have had to work while in secondary school to supplement their family income. Examples of types of work performed include working in a shop, truck driver assistant, construction, gas station, carpentry, etc. Some parents make a living as porters, truck drivers, and vegetable sellers. IIE attempted to give priority to financial need over other factors when possible.

The educational background of parents and siblings of Cohort 3 students is diverse. Some students' parents are professionals with university degrees, while others have prep or primary school or no formal education at all. Some students are the first in their families to attend university. Several girls mentioned that they are the only ones in their extended families or villages to graduate high school and/or continue on to university. IIE attempted to give priority to students coming from families with lower education levels over other factors when possible.

Fields of study placements are in underlined, bold font on the spreadsheet and universities are in bold font. In terms of placements, we were able to offer the majority of students their first choice field of study. Students were placed in their second or third choices for one of the following reasons.

- Students who we felt their Thanawiyya Amma scores were low for fields like biotechnology.
- A student who wanted to study biotechnology but did not graduate from the science-science branch and hence cannot go into this field.
- Students who expressed an interest in nursing and we felt it would be a better fit with good career opportunities

The breakdown of university placements and fields of study are as follows:

University placements: 30 students at BUE and 20 students at MSA

Fields of study:

- Accounting: 3
- Nursing: 4
- Art and Design: 2
- Marketing: 2
- Political Science: 2
- Biotechnology: 6
- Business Administration: 8
- IT and Computer Science: 19
- Languages and Translation: 2
- Mass Communication: 2

Cohort 3 Terms and Conditions Signing and Orientation

During the reporting quarter, IIE conducted three orientation sessions for three groups of Cohort 3 students on the scholarship's terms and condition, dorms, and the Bridge Year Program. Sessions took place at the IIE office during the period of October 8-10, 2013 where Cohort 3 students along with their guardians were introduced to the IIE team and then the IIE Academic Manager went through the Terms and Conditions document they should sign. IIE staff members also explained the students' rights and responsibilities and the consequences of failing to comply with them.



Terms and Conditions Meeting on October 8-9, 2013

Orientation and Team Building Retreat November 14-16, 2013

IIE organized a two-day Team Building Retreat during the period of November 14-16, 2013 at the Olympic Village in Maadi for Cohort 3 students.

The purpose of the orientation and retreat was to enable staff and students to get to know each other better and

for students to have an opportunity to learn a little about the different components of the program and to ask questions about the program. During the retreat, the IIE facilitation team provided a space for them to discover more about themselves and LOTUS community. They realized that the program will support building their critical thinking awareness by helping them develop their own answers, by posing questions for them to explore how they fit into their community and surrounding environment, both locally and globally. The concept of group norms was introduced and IIE facilitator stepped them through a process of developing their Cohort 3 community norms. Also discussed were confidentiality and respect, as well as internet and Facebook ethics and that they should research well before they post any piece of news or information.

The students got to know each other and shared their personal values and dreams, understanding the concept of diversity through a set of activities that broke the ice among the students and encouraged them to share their ideas and speak without fear of being criticized. At the end of the two days, everyone felt that the following intended objectives were met: *explore Program components, build a sense of team, get to know each other more and work together effectively, appreciate and utilize diversity, develop respect and trust, open a channel of communication, create a base of support along with building a sense of community, and finally see each other as resources.* Please see Annex (3) Team Building Retreat Agenda



Cohort 3 students during the Team Building Retreat

On November 16, 2013, Cohort 3 students were transported to the BUE Campus where they had an orientation and tour of the BUE campus. The university coordinator and representatives of the English department were present as was an IIE staff member. Students were then taken to their dorm in Madinaty and Manal Shaheen and BUE staff oriented them on the dorm rules they should abide to for their safety.

Bridge Year Program

All 50 Cohort 3 students will spend this academic year at BUE enrolled in an intensive program of English, computer skills, and academic skills. The "Bridge Year Program" which started on November 17, 2013 was added as a result of the challenges that LOTUS Cohort 1 and 2 faced was a result of weak English language proficiency. After the completion of the BYP, 30 students will remain begin academic degree programs at BUE and 20 will begin academic degree programs at MSA. On the first day of the BYP, the students sat for an English language placement test after which they were divided into two groups according to their proficiency level. The students will take the same placement test at the end of the year to gauge the progress of their development. The BUE English Department expects that students will score at least one level higher. In fact, some of group 1 students have extremely weak proficiency levels and will have to work very hard to improve their English. As for the exams and marks, as per the program description, the English component has a 70% coursework component and 30% final exam component, the Computer skills component has two in-class

assessments and the study skills component has a project and presentation at the end. By the end of Semester one BUE will compile a progress report for all students in all three components.

IIE staff conducted follow-up visits during the month of November to meet with the Cohort 3 students where the students identified some challenges in the dorms such as internet access, Madinaty pass cards, consumption of electricity meters, and dorm curfew hours. IIE noted the problems they shared and worked closely with the BUE coordinator to resolve them.

USAID Mission Director's Visit to BUE to Welcome Cohort 3 Students:

Mission Director Dr. Mary C. Ott and representatives of the USAID Education Office met with the Cohort 3 students on December 8, 2013 at BUE. Dr. Ott addressed the students and then several students spoke about their dreams and how they will impact their communities through the scholarship. The students also described the major issues that are affecting the development of their communities and how they envision their role in addressing these issues. The last part of the event provided the students with an opportunity to ask questions that were then answered by Dr. Ott and her colleagues.



Cohort 3 students talking about the benefits of the scholarship and the major issues in their home governorates

LOTUS Community Facebook page thrives with the addition of Cohort 3 students:

Cohort 1 and 2 students are being supportive and welcoming to their new Cohort 3 colleagues. The LOTUS Facebook Community Page is showing very positive interaction among the students. Cohort 3 students through Cohort 1 and 2 students were introduced to a variety of activities including:

- BUE's Got Talent event: a number of students from Cohort 3 presented their talents and the things they love to do in their leisure time like singing, dancing, etc.
- There was an initiative started through the LOTUS Community Facebook Page by one of the Cohort 2

students who invited other Cohort 1 & 2 students to talk about the challenges they faced when they first joined LOTUS and how they overcome such challenges and became stronger. Cohort 1 and 2 students understand the combination of feelings of excitement, anxiety, and fear that come with leaving home, living far from your families, entering university, having a roommate, etc. They know that many of their Cohort 3 peers could be feeling that they are in the "danger zone" and that they are the best one to help bring the new students into the "learning zone" and eventually the "comfort zone". Cohort 1 and 2 students feel that they are all leaders and up to the responsibility of being positive and empathetic peers and representatives of LOTUS, which is quite a success to the program .

Study in the U.S. Opportunities

This quarter witnessed a great deal of activity on the Study in the U.S. Opportunities component with students returning from the U.S. from fall 2013 terms and university placements for spring 2014 opportunities.

A re-entry meeting will be held in February for these 9 students and the seven students who spent a summer term in the U.S. Details of their experiences will be provided in the FY2014, Q2 report.

A total of 13 students have been placed U.S. universities for the spring 2014 semester as follows. Students will travel in late-January to early-March.

Pre- Departure Orientation (PDO) Sessions:

During this quarter, three PDOs were conducted for the students who are scheduled to spend spring term in the U.S. The PDOs focused on orienting students on American cultural diversity, adjustment, and initial culture shock. The IIE responsible staff walked them through the program and administrative guidelines that they should be following while in the U.S. They were also given the chance to express their expectations, fears and aspirations both verbally and in writing on a template that will be used during their re-entry meeting to assess their experiences they have acquired. At the end of the sessions, the students received a Pre-Departure Orientation (PDO) Manual that includes guidelines, questions and answers, different situations and obstacles, measurements and temperature forecast chart. The students received some guidance on the visa interview process and how to handle the questions asked with confidence and stay focused during the interview.

Leadership in Action Program, Enrichment Activities

In FY 2014, Quarter 1, the following sessions were held:

Topic of Session	Trainer/Guest Speaker	Date	Students	# Attending	Venue	Type of Session (per M&E Matrix)
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Topic of Session	Trainer/Guest Speaker	Date	Students	# Attending	Venue	Type of Session (per M&E Matrix)
Conference Call with workshop chairs	IIE	Oct 24, 2013	Cohorts 1 and 2	2	IIE	Specialized Session
Namaa Follow-up Camp	Namaa	Oct 25 & Oct 26, 2013	Cohorts 1 and 2	15	Pyramids Park	Namaa
Career Counseling	NM	Nov. 6, 2013	Cohort 1	6	PUA	Career Sessions
Career Counseling	NM	Nov. 6, 2013	Cohort 1	10	BUE	Career Sessions
Big Picture and Innovation	NM	Nov. 22, 2013	Cohorts 1 & 2	24	MSA	NM Enrichment Sessions
Misriyati Day 1	Misriyati Staff	Nov. 22, 2013	Cohorts 1 & 2	17	BUE	NM Enrichment
Misriyati Day 2	Misriyati Staff	Nov. 29, 2013	Cohorts 1 & 2	8	BUE	NM Enrichment
Communication Styles	IIE	Dec. 2, 2013	Cohorts 1 & 2	19	FUE	LIA and Skills
Misriyati Day 1	Misriyati Staff	Dec. 6, 2013	Cohorts 1 & 2	20	MSA	NM Enrichment Sessions
Conference call with workshop chairs	IIE	Dec. 12, 2013	Cohorts 1 & 2	2	IIE	Specialized Session
Misriyati Day 2	Misriyati Staff	Dec. 13, 2013	Cohorts 1 & 2	6	MSA	NM Enrichment Sessions
Career Counseling Sessions	NM	Dec. 18-19, 2013	Cohort 1 & 2	16	BUE	Career Sessions
Big Picture and Innovation	NM	Dec. 20, 2013	Cohorts 1 & 2	13	BUE	NM Enrichment Sessions
Misriyati Day 1	Misriyati Staff	Dec. 20, 2013	Cohorts 1 & 2	20	IIE	NM Enrichment Sessions
Misriyati Day 2	Misriyati Staff	Dec. 13, 2013	Cohorts 1 & 2	6	ACU	NM Enrichment Sessions
Career Counseling Sessions	NM	Dec. 24-25, 2013	Cohort 1 & 2	19	ACU	Career Sessions
Conference call with workshop chair	IIE	Dec. 26, 2013	Cohort 1	1	IIE	Specialized Session

Annual Student-Led Workshop

IIE had identified a date in late November 2013 for the workshop to be held at Future University (FUE); however, FUE citing security concerns requested that officials from USAID and the U.S. Embassy not attend the workshop. IIE shared these concerns with USAID and tried to negotiate a compromise that all parties would be comfortable with—such as having Egyptian USAID and U.S. Embassy representatives attend—however, FUE felt strongly that no U.S. government representation could be allowed for political and security reasons.

As a result, in order to fulfil the cost-share requirement and involve the partner universities, IIE looked into the possibility of holding the workshop at another university during, or close to, the scheduled time. MSA would not provide cost-share and was not available; ACU does not have an auditorium so we would have to pay a significant

amount for using the Ahram Establishment's auditorium; and PUA was not an option at this point because of logistics and the budget would not cover transporting and accommodating all students in Alexandria. BUE agreed to host again this year but could not do so before February because of exams.

IIE also looked into hotels and other venues such the Olympic Village as potential option but they were out of budget and would not contribute to the cost-share requirement.

As such, it was decided that the workshop would be postponed to Saturday, February 22, 2014 and be held at BUE. A rehearsal will be held on Friday, February 21. IIE is working closely with the organizers to provide support as-needed, as regular calls with them, and is scheduled to have a meeting with them the first week of February after exams. IIE will share with USAID materials created by the students for distribution that require USAID review and approval.

Nahdet El Mahrousa (NM) Enrichment Activities

This quarter witnessed the implementation of various Nahdet El Mahrousa (NM) activities including the follow-up camp for the Namaa School for Sustainable Development, the delivery of Misriyati's second module in three universities, and the delivery of the revamped Big Picture and Innovation Seminars.

Nama'a Follow-up Camp:

Based on feedback from the first iteration of Namaa in 2012, the Nama'a team decided to shorten the length of the summer school and add a few days of follow-up sessions a few months after the conclusion of the school. The purpose of the follow-up sessions was to assist students to move forward with the projects they had thought of during summer school. Identifying the dates of the sessions proved to be challenging for a number of reasons. The Nama'a team initially wanted to hold two, one-day follow-up sessions over consecutive weekends in early October so that they could conclude their work with this group of students prior to beginning their non-LOTUS commitments. However, this was not possible because by the time they made this request, students had already booked their travel home for Eid. As a way to accommodate Nama'a's needs and also meet the needs of our students, IIE suggested that the format be adjusted so that the follow-up sessions take place during over a weekend. Nama'a concurred and the weekend of October 25th was selected. IIE made participation in the camp optional to accommodate students whose exams began the next week. Fifteen of the 32 students who had attended the Nama'a Summer School in September 2013 participated in the camp.

The camp was organized to assist the students with moving their projects from the initial conceptualization stage further into the planning and development phases. Nama'a alumni lead various sessions for students and helped them brainstorm and troubleshoot challenges faced. Below is a description of the activities that took place during each day of the camp.

Day 1: Friday, October 25, 2013

The weekend started with a reflection session that addressed the students' learning journey throughout the Nama'a School and after its conclusion. One of the main goals of this exercise was to help retrieve the Nama'a School's spirit. The following session was meant to help the students get input about the projects that they envisioned during the summer school. The students were divided into groups and each group presented a project while the others tried to help their colleagues by giving feedback and brainstorming ideas. Nama'a alumni also joined the groups to support and facilitate by challenging ideas, posing questions and helping the students learn identify existing challenges and solutions.

The next session was aimed at presenting them with the concepts of, and the difference between, entrepreneurship and intrapreneurship. A video was shown followed by a discussion addressing the difference between the two concepts and the types of change that can be achieved from within an existing entity or by starting a new one. The next conceptual discussion was about the difference between creative thinking and critical thinking, and the importance of creativity for the development of their projects. Students were exposed to new concepts/tools used in the creative thinking and development of ideas. The last session of Day 1 was the personal modeling exercise during which students defined their personal goals and vision in order to fit their projects into their personal journeys using a tool known as the Personal Model Kit.

Day 2: Saturday, October 26, 2013

On second day of the follow-up camp, the students started working on the Business Model Canvas tool, in order to build a clearer vision of their projects, to identify actual needs and available resources. The students were divided into groups and each group worked on one Business Model Canvas which they later presented to the rest of the group. The final session was about the project life cycle and how to implement their initiatives. Thirteen steps to planning an initiative were introduced and discussed with the participants, followed by a short summary on the four stages of a project life cycle.

The students were appreciative of the opportunity to share ideas and plans for the future and as a result gave the camp an overall satisfaction rating of 90%. The following are examples of their comments mentioned in the evaluation:

- "There were a lot of questions on my mind before the camp about my project (Related to street children); most of them have been answered by different sources."
- "Now, I almost know what I should do to have this project realistic."
- "Learned a lot about how to prepare a strategic plan."
- "Ideas on how to start implementing your project and enhance growth"
- "Contacts that can help inform my project"
- "Identified ideas for funding and a lot of organizations that we can collaborate with"
- "A lot of ideas on sustainability and continuity of the projects."

Misriyati Module 2:

During the reporting quarter, NM worked with the Misriyati team to ensure the delivery of the second of the

three planned modules at three partner universities. Misriyati Module 2 focuses on embracing differences, appreciating diversity and discusses concepts of disagreement, conflict and conflict resolution. Module 2 was implemented at MSA, BUE and ACU. Unfortunately, changes in university break and exam schedules continued to be a challenge for implementing sessions and also for attendance. In addition, heavy rain and snow also impacted attendance in some of the sessions. The remaining Misriyati sessions scheduled for FUE and PUA were postponed due to changes in the exam schedule and will take place during the spring semester when the universities are back in session.

Day 1

During the first day of Module 2, Misriyati team involved the students in different activities that focus on brainstorming on "conflict" and how it implies a negative connotation where it may involve new opportunities, During the activities, the students were able to envision the conflict as a three legged stool or what they refer to as an ABC triangle. Students looked at the roles that attitude, behavior and contradiction have in conflict situations. The activities assisted the students to discover their own personal attitudes which might lead to conflicts or resolve an existing conflict. The students were then asked to select an animal which describe best their attitudes during a conflict which helped the students see themselves clearly in a conflict.

Day 2

During the second day, the students looked at the importance of understanding needs and feelings during a conflict. The students were given situational scenarios and were asked to share which emotions they were feeling and how they related to their personal needs. This activity was followed by a situational role-play where students were asked to react to situations as either a wolf or a giraffe. The objective of the activity was for students to identify the obstacles that hinder effective communication.

The last leg of the conflict stool was contradiction where the students went through activities that help them see the importance of factoring interpretation, creativity, awareness of opportunities and positions of interest and need in approaching conflict. The students finally attempted to put to use the concepts they had worked with during the two days in a role playing activity with a preset set of characters, conflicts and needs.

Egypt the Big Picture Sessions and Innovation Seminars (EGTBPS&IS)

This reporting quarter, NM gave special focus to the Big Picture and Innovation Seminars and was keen to observe students' preferences and feedback for the next set of seminars. The NM team created an optional online survey and asked the students to fill it in to help inform the design of the seminars. Based on the results, the NM team worked closely with the speakers to ensure a more dynamic and engaging flow of the Big Picture and Innovation Sessions. The innovation portion of the seminar included a younger generation of entrepreneurs whom the students can relate to.

Two sessions of EGTBPS & IS were held this quarter, both on environmental issues.

The Big Picture session at MSA was conducted by Dr. Adly Hassanein, former Regional Development Research Manager, USAID – OME. Dr. Adly discussed with the students a set of environmental issues especially the ones

that had a direct effect on people's lives and Egypt's national interests. He helped illustrate the connection environmental issues have with sanitation, health and psychological wellbeing, right to dignity and posed questions where the roles of individuals and the roles of government and business intersect.

The Innovation session started off with presentations from the Jozoor team who work on design and construction of processing machines that can be used to transform common agricultural waste into marketable products. Jozoor focus on machines that can be used safely on a sub-industrial level.

Another Innovation session presenter was Mahmoud Galal, founder of Dayra, who talked about his own ventures in solid waste management, some that had failed and the process by which he had come to a working model in a niche market working with refuse-derived-fuel.

After their presentations the students and speakers moved from the classroom to a more informal space in order for the speakers and the students to interact in an organic and fluid manner.

The Big Picture session at BUE was conducted by a team of two speakers: Mahmoud El Rifai and Sherif Kinawy. Mahmoud El Rifai is a cofounder of *It's One Humanity*, a global social network for humanitarians to share their work and ideas, a Public Policy fellow at AUC, and a Siemens Strategy Officer profiling and building business cases in the fields of energy, mobility and healthcare. Sherif Kinawy is a co-founder of *Clean Tech Arabia* and is a Ph.D. candidate who holds Master of Environmental Science.

The speakers introduced the students to different ideas and environmental problems that Egypt faces. The speakers' background, especially El Refai's, created a stress on topics related to energy, efficiency resources and diversification. The students who attended also guided the session through their own interests, which was supported by certain technical ideas and questions on policy and markets. The speakers also addressed approaches to solutions touching on biomimicry and the value of looking for solutions inspired by nature.

The Innovation session started off with a set of short presentations by Mahmoud El Rifai on *It's One Humanity* and Sherif Kinawy on *Cleantech Arabia*, a development foundation that focuses on advancing clean technology solutions in the region, then Mahmoud Galal from Dayra and finally Hany El Khodary from the *Biogas People*, a company working with building biogas digesters to recycle organic waste and create both food and high grade organic fertilizer on a sub industrial scale.

The objective of the EGTBPS & IS is to expose the students to ideas that they may not be familiar with or are not used to thinking about in an Egyptian context. The second part of the session is meant to expose them to entrepreneurs or innovators in the field. The NM team believe that the most important part of this component is to ensure that it does not become indoctrination but exploratory and allow for change in setting.

Career Component

During this quarter, IIE conducted a strategic planning meeting with NM in order to map out activities for the year based on targets set. The launch of the career component was set as a priority particularly because many Cohort 1 students are approaching graduation. Accordingly NM replaced the resigning Program Coordinator, Mohamed El Gohary, with a Career Mentor Specialist to lead the process of career assessment and counselling. The newly hired Specialist will ensure the distribution and completion of the career self-assessments survey, leading individual career counseling sessions with the students, organizing and implementing career mentor days, and sourcing internships for the LOTUS students. By the end of this reporting quarter, 48 students completed their initial self-assessment surveys which were followed by individual 49 Career Counseling sessions conducted at each university's campus. (Note: one student attended the counselling session without completing the career assessment survey as a result of technical and time management issues.)

University	Cohort 1.1		Cohort 1.2		Cohort 2		Total	
	Completed assessments	Counseling Sessions	Completed assessments	Counseling Sessions	Completed assessments	Counseling Sessions	Completed assessments	Counseling Sessions
ACU	7	8	11	11	0	0	18	19
BUE	10	11	7	6	9	8	26	25
FUE	0	0	0	0	0	0	0	0
MSA	0	0	0	0	0	0	0	0
PUA	4	5	0	0	0	0	4	5
Total	21	24	18	17	9	8	48	49

Table (1): Career Assessment and Counselling Sessions for Cohort 1 and 2 students

Student Self-Assessment

Description:

The first step in the Career Component is for the students to take a career assessment survey called Tamheed. It is a psychometric assessment, developed by Silatech, in order to scientifically evaluate an individual's abilities, personality traits and interests. Psychometric assessments have been proven to help users make more objective and informed decisions in many areas including recruitment, selection, training, development, and career guidance. Silatech partnered with Mindmill to create this tool that can be administered online in a user friendly way, incorporating an expert system to help career counselors provide personalized advice. Tamheed assessments are accredited by the British Psychological Society. They have been contextualized into Arabic and French, and adapted for the region.

During this reporting period, NM requested three groups of students to take the Tamheed assessment. The Tamheed system generates a two-version report, one for the advisor, which is more detailed and another for the student.

Group 1: A pilot group was selected by IIE which was composed of 11 Cohort 1.1 students from BUE and 7 Cohort 1.1 students from PUA; 13 of whom successfully completed the assessment.

Group 2: This group was comprised of the rest of the BUE students (including those who were part of Group 1 but had not taken the Tamheed assessment, which amounted to 19 students, 17 of whom successfully completed the assessment.

Group 3: This group was comprised of 22 ACU Cohort 1.1 and 1.2 students, 18 of whom successfully completed the assessment.

Evaluation and Student Feedback:

The evaluation of Tamheed as a career counseling tool was done as part of the students' general evaluation of the Career Counseling-Session 1. It was conducted with *Groups 2 and 3*. The students at both BUE and ACU gave the assessment of 89% for being a valuable career guidance tool.

Career Counseling

Description:

"Career Counseling" is the provision of impartial, learner centered, advice and guidance to assist in making appropriate career decisions and choices, which are informed and well thought through. The goal of career counseling is to help individuals realize their potential, and therefore find jobs or training courses that utilize this natural potential. Career counseling will be provided to each LOTUS student through one-on-one sessions with an advisor, and through career mentoring.

1. Career counseling sessions:

During the sessions, the advisor and the student discuss career related issues. A session is typically 20-30 minutes long, one held every semester with each student. The first session serves as a means for the counselor to establish a personal relation with the students, get to know each student better, in order for his/her future advice to be tailored to each student. Throughout the following sessions, the advisor helps the student map his/her career, developing an action plan.

2. Career mentoring:

Career mentoring will entail events, gatherings and workshops led by individuals that are experts in a wide range of fields and successful. Students will acquire knowledge about fields of interest through shared experiences.

Outcomes:

During this reporting period, the first session of career counseling was held with 3 groups of students. During this session, the career component at large is explained, in order to give the students a better picture of how this component will help them. Two tools are used to allow the counselor to "get to know" the student: 1. Tamheed report, 2. Tamheed Action in Markers Framework (interests, ambitions, skills personality).

Respectively, the three groups of students mentioned earlier had their Career Counseling Session 1. Information about fields and careers of interest to the students was collected in light of developing the mentor database.

Group 1: the pilot group, 16 students had their first Career Counseling session.

Group 2: the rest of the BUE students (including those who were part of Group 1 but had not taken Tamheed, or were no shows), 16 had their first Career Counseling session.

Group 3: From the ACU students, 19 had their first Career Counseling session.

Evaluation and Student Feedback

The evaluation of session 1 was designed to determine whether or not students found the tools used during the session useful and whether they felt comfortable speaking to the advisor. The students rated each part of the experience as follows:

- Overall satisfaction rate: 94%
- Clarity of the purpose of the session: 95%
- Success of the Tamheed Markers in Action: 92%
- Friendliness of the session: 97%
- Counselor's ability to create space for student to talk: 93%
- Duration: 90%
- Counselor's attentiveness: 96%
- Counselor's receptiveness to questions: 96%
- Helpfulness of counselor's advice: 92%
- Clarity of what are the next steps: 93%

The following are some of the challenges the NM encountered and corrective actions taken:

Challenges	Action Taken
Picking suitable dates to schedule sessions.	Consulting IIE and asking the students themselves.
Scheduling sessions with each student and following this schedule.	Juggling unexpected changes with flexibility and by setting a goal to not compromise any student's session.
Engaging students that didn't seem to have positive expectations for the session.	Usually, these students are those that know what they want to do with their careers, so listening to them and their experiences and giving them room to speak as if they were the teacher and I the student.

Internships

NM launched the career component in spring 2013 with the sourcing of summer internship opportunities in a number of social enterprises and organizations. NM compiled Terms of Reference (TORs) for internship opportunities. NM sent students an application to gather information about their areas of interests, skills, experience, and availability. Students also answered questions about their goals and what they hoped to gain through interning. NM used the applications as a way to match students to available opportunities followed by host organizations interviewing students. Ninety-six students submitted the application and NM developed 53

TORs for 19 different entities.

Students finished exams in the last week of June and those who were matched to opportunities should have gone on interviews in late-June/early-July. Unfortunately, the political and security situation began to deteriorate on June 28 and continued through July. In early August, NM was in the process of matching up to 35 students for internships when Muslim Brotherhood protests were disbanded on August 14, which resulted in an extended period of closures, curfews, and suspension of public transportation/trains. As a result, the internship program had to be suspended. It is important to note that many students who had self or university-sourced internships were also unable to complete them due to security reasons and their parents' concerns for their safety.

The NM Career Mentor Specialist is very efficient and eager to find opportunities for students, many of whom she has already met through career counseling sessions. The internship application and matching process in 2014 is scheduled to take place earlier in the spring semester to ensure that internships are in place for students to begin during their summer break. NM will help students find suitable internship opportunities within its network and Incubated Social Enterprises in and outside of Cairo. The duration of an internship will not be less than 8 working days.

A database will be established that comprises potential and appropriate opportunities based on:

1. Students' fields of study,
2. Student's preferences and interests.

The information received through the career counseling session will be the main source that will assist NM in providing the students with suitable internships that matches both their field of study and interest.

Challenges	Action Taken
Providing students with motivating internships they will benefit from.	Linking internships to interests, asking students which kinds of jobs they would like to explore, and building a database based on these factors.

On a related note, IIE has included a line item for internship support in the realigned budgets for Cohort 1 and 2. If approved, students will be able to apply for funds to offset and accommodation or transportation costs related to performing internships. This addition was a result of student input and IIE's awareness of the challenges that students may face in doing internships.

University Capacity Building Program

The LOTUS Program supports the delivery of a series of up to six one-day seminars on leadership and other topics of strategic importance to LOTUS partner universities. The second seminar on "Team Leadership" was held on December 18, 2013 at Ahram Canadian University. It was attended by 31 university faculty members and administrators. The session was facilitated by George Marquis, Associate Dean, School of Humanities and Social Sciences, American University in Cairo. Dr. Marquis has served as a consultant to IIE for many years delivering a variety of IIE training programs on leadership, cross-cultural understanding, communications, and management

themes.

The seminar provided the participants an excellent opportunity to discuss and explore this concept, which is very different from traditional top to bottom leadership. Dr. Marquis explained the eight characteristics of team excellence, the challenges of intercultural teams, and leadership and cultural component. The session was very interactive and discussions were supported by group activities and case studies. The attendees also shared their own experiences in the workplace and discussed the pros and cons of team leadership. By the end of the session the participants were able to:

- Recognize the leadership decisions that affect teams;
- Recognize the components of team effectiveness;
- Recognize the cultural influence on effective leadership
- Analyze and propose solutions to issues affecting teams and team leaders.

Dr. Farouk Ismail, ACU president, attended the first part of the seminar. Participants evaluated the seminar as 97% effective and useful. Please see [Annex \(3\) ACU Team Leadership Session Agenda](#).

During the planning process of the second seminar, IIE involved the partner universities in choosing the topics that they deem to be of priority and interest to the university staff. Themes identified included Strategic Planning Leadership, Culture and Leadership, *the nine defined cultural dimensions and how they cluster by geographic region*; Psychodynamic Approaches to Leadership, Women and Leadership and Team Leadership (best practices in leading teams; McGrath's critical leadership functions; Hill's model for Team leadership.

On a related note, MSA advised IIE that they are not interested in having University Capacity Building session for their faculty and administrators as they have a training unit in the university that conducts training. IIE will conduct additional seminars at the other partner universities that have expressed interest and are eager to benefit from this component.

Reporting and M&E

Comparison Group (non-LOTUS students)

On December 12, 2013, the first comparison group meeting was conducted at the IIE office. The objective of this meeting was to solicit more information and feedback from the students that will support establishing the evaluation criteria between this group and the Cohort 1 LOTUS students group. Fifteen students who applied for the scholarship in 2011 and were either selected and declined the scholarship or were on the alternate list were invited to attend. Eleven students attended the meeting and four students were unable to attend either due to



their midterm exams or the deteriorating security situation especially for the student coming from North Sinai. Prior to the meeting students filled out a comprehensive survey. This had the advantage of providing information that is more quantifiable, but perhaps had the disadvantage of generating less discussion as a way to gather information from users. *Please see Annex (4) Comparison Group Survey.*

Senior M&E Coordinator Nesrin Sobhy conducted the meeting as a roundtable discussion around a series of questions designed to solicit input on their university experiences and their feelings about not joining LOTUS. Nesrin began the meeting with an icebreaker activity to make the students feel comfortable and to encourage them to speak in a sort of a friendly and spontaneous environment.

Nesrin explained the purpose of the meeting and so that students would understand why we need their input and want them to share their honest and open thoughts regarding the areas we specified earlier in the survey. The ground rules of the meeting were explained as well and participants realized that there is no right or wrong answers and whatever they will say in the room will stay here. The participants were encouraged to speak up whether they agree or disagree and to share experiences and opinions which are equally important in order to get a wide range of opinions. We also explained that we will not identify anyone by name in our report and that they will remain anonymous.

Nesrin ensured that every participant was heard and was able to express his/her opinions in general and then going specific to relate to his/her own experience. There were exchanges of opinions and ideas among the students who brought different experience from their faculties in public universities. The participants' comments were stimulating and encouraged the thinking and sharing of others.

During the meeting, students shared their experiences in their fields of study at the public universities and explained how much they are satisfied or not and the reasons behind it. They also shared the challenges which are making them feel frustrated in their different fields. The students commented on their personal development and skills and how they see themselves as leaders, as well as the extra-curricular activities they undertake in their free time along with their hobbies. There was also a discussion on their future goals and what they would like to achieve either on the personal or academic level. Finally, the students expressed how much they either regret declining the scholarship or just wished that they would have offered such as opportunity which would have made a great difference in their lives. *Please see Annex (5) Comparison Group Meeting Agenda*

A Facebook page was created titled "LOTUS Community Friends" in order to establish the connection between the group members and IIE promised to post any opportunities that could be beneficial to the participants. At the end of the meeting, IIE shared that the participants will be invited to attend the Annual Student-led Workshop on February 22, 2014 at BUE.

During the next quarter, the second part of the comparison group study will be conducted with a group of Cohort 1.1 and 1.2 LOTUS students with similar education and background to the comparison group students. A final report indicating the results of this mid-term evaluation will be submitted with the FY2014, Quarter 3 report.

Conclusion

FY2014, Q1 was a very busy and active quarter for both IIE and LOTUS students with a variety of activities taking place. Still the potential for insecurity as a result of the uncertain political situation with the coming anniversary of 25th of January Revolution will continue to be our main challenge with regards to planning and implementing activities.

Cohort 3 students are a wonderful addition to the LOTUS community; IIE will continue providing support and guidance to the students in order to ensure their successful social integration and academic performance.

In the coming quarter, IIE will continue to work on providing all students with the optimum support required for them to excel in their studies and plan for their futures. IIE and NM will deliver a variety of Leadership in Action activities and the Career Counseling activities that will enhance the skills and capacities of the students to realize their dreams and achieve their targets. NM will continue working on enlarging a database of possible mentors and available internships, based on the recommendations of the students that were collected during the career counseling sessions. Cohort 1 and 2 students will be invited to attend career events that will enlarge their scope and enhance their potentials through the employment opportunities offered.

The Annual Student-led Workshop will take place on February 22, 2014 and the comparison group students will be invited in appreciation of their willingness to participate in the evaluation activities. The coming quarter will also witness increased activity in the Study in the U.S. component with the placement of students for summer 2014 semester.

Annexes

Annex (1) breakdown of applicants by governorate, gender, eligibility, and status.

Cohort 3 Applications Statistics

	Applications Received			First Cut	Second Cut	Third Cut	Final	Final	Applications Received			First Cut	Second
Candidates (gender & governorate)	Total Female Applicants	Ineligible Female Applicants	Eligible Female Applicants	Female Applicants Short-listed for Financial Review -	Female Applicants- Short-listed for Home Visits -	Female Applicants Attended Interview Camps	Female Applicants Selected Cohort 3	Female Applicants Selected as Alternates for Cohort 3	Total Male Applicants	Ineligible Male Applicants	Eligible Male Applicants	Male Applicants Short-listed for Financial Review -	Male Applicants Short-listed for Home Visits -
Alexandria	15	3	12	8	7	5		1	12	3	9	7	2
Assiut	19	0	19	19	12	6	1	1	15	6	9	9	6
Aswan	14	3	11	11	8	3	3		16	3	13	13	8
Beheira	10	1	9	9	9	4	2	1	3	0	3	3	3
Beni Sueif	40	7	33	26	16	6	2	1	25	2	23	16	10
Cairo	54	9	45	25	11	4	1	2	30	4	26	16	12
Dakahlia	8	0	8	7	6	2			8	1	7	6	2
Damietta	5	1	4	2	1	0			5	1	4	3	3
Fayoum	24	6	18	17	12	8	2	1	13	2	11	9	6
Gharbia	11	0	11	7	4	1			7	0	7	5	4
Giza	36	7	29	20	11	4	1	2	17	1	16	9	2
Ismailia	10	1	9	8	3	2	1		1	0	1	1	0
Kafr El Sheikh	1	0	1	1	1	0			4	2	2	2	2
Luxor	14	1	13	8	4	3			17	1	16	8	3
Marsa Matrouh	9	1	8	8	5	2	1		7	0	7	6	6
Menoufiya	7	0	7	6	4	2	1		5	0	5	4	2
Minya	39	6	33	26	13	8	3	1	36	5	31	24	13
New Valley	6	0	6	6	3	2			4	1	3	3	1
North Sinai	3	0	3	3	3	2	2		4	0	4	4	3
Port Said	12	1	11	8	3	2	1		8	1	7	4	3
Qaliyoubia	12	2	10	8	4	1		1	15	1	14	12	6
Qena	11	1	10	10	8	6	2		9	1	8	8	5
Red Sea	4	0	4	3	2	1			3	0	3	2	2
Sharkiya	10	1	9	7	5	3	1		16	1	15	12	11
Sohag	9	1	8	8	6	5	1	1	6	2	4	4	3
South Sinai	12	0	12	12	9	4	3		10	1	9	9	9
Suez	2	1	1	1	1	0			7	1	6	6	3
Totals	397	53	344	274	171	86	28	12	303	40	263	205	130
Total Applications Received						700							
Total Ineligible Applications						93							
Total Eligible Applications						607							
Total Applications Short-listed for Financial Review						452							
Total Applications Short-listed for Home Visits						301							
Total Applicants Attended Interview Camps						143							
Total Applicants Selected for Cohort 3						50							
Total Applicants Selected as Alternates for Cohort 3						13							

Annex (3) Team Building Retreat November 14 - 16, 2013 Agenda

Day One – November 14

Time	Title
11:00 am	Students Arrive and Lunch
12:00 pm	Departure from IIE
12:30 pm	Arrival to the Olympic Village
12:30 – 2:00 pm	Check in
2:00 pm	Welcome/ Overview of the day
2:15 pm	Group Discussion

2:30	Group Activity
3:30	Group Discussion
4:00 pm	Break
4:15 pm	Group Activity
5:45 pm	Closing Circle
6:00 pm	Departure to rooms and break
7:30 pm	Dinner
10:00	All Sleep

Day Two – November 15

Time	Title
8:00 am	Breakfast
8:45 am	Arrive at the Meeting Room
9:00 am	Journaling and Reflections
9:30 am	Group Activity
10:30 am	Why Teams?
11:30 am	Break (Friday Prayer)
12:30 pm	Group Activity
1:30 pm	Lunch Break
2:15 pm	Group Activity
3:15 pm	Short Break
3:30 pm	Group Activity
4:30 pm	Visioning Exercise
5:00 pm	Short Break
5:15 pm	Group Activity
6:15 pm	General Discussion
7:00 pm	Closure Circle
7:30 pm	Short Break
8:00 pm	Dinner
10:00	All Sleep

Annex (4) University Capacity Building – Team Leadership Session Agenda

Seminar II

TEAM LEADERSHIP

DECEMBER 18, 2013

CAIRO

Objectives: Recognize the types of initial leadership decisions that affect teams
 Identify follow-up leadership actions
 Recognize the components of team effectiveness
 Analyze and propose solutions to issues affecting teams

LOCATION: AL-AHRAM CANADIAN UNIVERSITY

9:00 – 9:30	Ice Breaker: Individual Experiences with Teams
9:30 – 10:00	Eight Characteristics of Team Excellence - Activity I
10:00 – 10:15	Team Metaphors - Activity II
10:15 – 10:30	Break
10:30- 11:30	Hill's Model for Team Leadership Rating Your Team – Activity III
11:30-12:00	Leadership Decisions – Activity IV
12:00- 12:15	Break
12:15-1:00	Case Study I – Activity V
1:00 – 1:45	Case Study II – Activity VI
2:15-2:30	Break
2:30-3:15	Virtual Teams and the Cultural Component– Activity VII
3:15- 3:30	Framing Session: Action Plans and Feedback

Annex (5) Comparison Group Survey

Evaluation Group - non-LOTUS students

Dear Student,

As discussed on the phone, the Institute of International Education is forming an evaluation group comprised of students who applied for the LOTUS Scholarships in 2011 and were either offered and declined scholarships or were on the alternate list of candidates in the event that scholarships became available. The purpose of the group is to provide IIE with information or data that will assist us in evaluating the impact of the LOTUS Scholarship Program on students who received scholarships. We recognize that you are probably very busy with your studies and activities and appreciate your willingness to assist us with this important evaluation requirement. By agreeing to join this group, you commit yourself to filling out the below survey and 2-3 additional surveys and to attending 2-3 meetings in Cairo between March 2013 and August 2016. The types of information that you would be asked to share include the following: where you attend university and your academic performance, information about your university experience including involvement in student activities, information about any community service work you may be doing, your ideas or views about leadership and community service, types of leadership roles you may have assumed, and your academic and career goals and progress. The information collected from the group will be used to develop comparative studies and reports that will be submitted to USAID. All information shared and used in reports will be confidential in that your name will not be attached to any information that you provide. Each student will be given a number such as FS1, FS2, etc. (Female Student 1, Female Student 2). The anticipated time commitment is not more than two days per year.

In appreciation of your willingness to be a member of the group and assist the LOTUS Program, IIE will share with you information on academic and professional opportunities that might be of interest to you. When feasible, you may be invited to attend LOTUS activities such as Annual Workshops and lectures.

Should you have any questions, please contact Ms. Nesrin Ahmed at nsobhy@iie-egypt.org.

I AGREE TO BECOME A MEMBER OF THE NON-LOTUS STUDENT EVALUATION GROUP AND COMMIT MYSELF TO PARTICIPATE ACTIVELY FROM MARCH 2013 – AUGUST 2016 AS DETAILED ABOVE.

Printed Name

Signature

Date

Evaluation Group –Survey 1

Full name:	Gender:
<i>Home Governorate:</i>	
University:	College:
Department:	Academic Year:

ACADEMICS

1. *What were your grades in the 2011/2012 academic year (GPA, level, ranking, etc.)?*
2. *What were your grades in the fall 2012 semester (GPA, level, ranking, etc.)?*
3. *How would you rate your level of satisfaction with the university at which you are studying?*
☐ Very satisfied ☐ Satisfied ☐ Somewhat satisfied
☐ Not very satisfied ☐ Unsatisfied
4. *How would you rate your level of satisfaction with the field of study you are studying?*
☐ Very satisfied ☐ Satisfied ☐ Somewhat satisfied
☐ Not very satisfied ☐ Unsatisfied

PERSONAL SKILLS

5. *How would you rate your level of self-confidence?*
☐ Very Confident ☐ Confident ☐ Somewhat Confident
☐ Not very confident ☐ No self-confidence
6. *How would you rate your level of independence?*
☐ Very independent ☐ Independent ☐ Somewhat independent
☐ Not independent ☐ No independence

7. *Have you ever worked in a team?*

☐ Yes ☐ No

Please explain your answer and provide an example:

8. *Do you feel that you have problem solving skills?*

☐ Yes ☐ No ☐ Not sure

Please explain your answer and provide an example:

9. *Do you have critical thinking skills?*

☐ Yes ☐ No ☐ Not sure

Please explain and provide an example:

10. *Have you ever been in any situations where you had to deal with someone who had different views, beliefs, or opinions than you?*

☐ Yes ☐ No

If "yes", how did you deal with the situation?

☐ Avoided ☐ Argued ☐ Discussed ☐ Compromised

Please explain your answer:

Did you resolve the situation?

☐ Yes ☐ No

If "yes", please explain:

11. How would you rate your leadership abilities?

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor ☐ Not sure

Please explain your answer:

12. Have you ever assumed a leadership role?

☐ Yes ☐ No

If "yes", please give examples of leadership roles that you have assumed:

NON-ACADEMIC ACTIVITIES

13. Have you ever been involved in community service activities?

Community service is a type of volunteer action that benefits the community, while also enriching the life of the person who is participating in the activity. Community service can involve you volunteering your time and knowledge to help other people or organizations. Examples of community service include: teaching people how to read, fundraising for a cause or organization that helps the community, planning activities for ill people and participating in neighborhood clean-ups, mosque/church activities, training others on a certain skill, environmental projects, food banks (including packing Ramadan bags), organizing/participating in awareness campaigns.

Examples of activities that are not community service activities include: sports, hobbies, student councils, Model UN, field specific associations (Association for Chemical Engineers, Medical Student Association, etc.) These activities are considered strictly extracurricular activities because they do not have a direct impact on the community.

☐ Yes, in the past ☐ Yes, currently involved ☐ No

If you have been or are currently involved in community service activities, please indicate the types of activities (you may select more than one activity):

- ☐ Working with the elderly
- ☐ Working with orphans
- ☐ Education or tutoring (church, mosque, NGO, school - tutoring friends does not count)
- ☐ Neighborhood clean-ups
- ☐ Neighborhood citizen watches (Iegan sha3baya)
- ☐ Youth projects
- ☐ Assembling and/or distributing Ramadan bags
- ☐ Other: (please explain)

If you are currently involved in community service activities, please indicate (1) the average number of hours per week and (2) the total number of hours during the period of September 2011 – August 2012.

14. Are you currently involved in any types of extra-curricular activities?

Extra-curricular activities are activities that are for personal enjoyment or development and do not have a direct impact on the great community outside of your university. Examples of extra-curricular activities include: sports, hobbies, student councils, Model UN, field specific associations (Association for Chemical Engineers, Medical Student Association, etc.)

☐ Yes ☐ No

If “yes”, please list (1) the activities, (2) the average number of hours per week, and (3) your role in the activities.

15. Have you ever participated in an internship opportunity?

An internship is a full or part time work/research experience related to a career goal and/or interests. It does not have to be directly related to your academic major or minor, but often, there is a connection. Internships can be done during the academic year or during the summer. Some internships are paid, some are unpaid and some offer university credit. Please note: An internship is NOT a training course, workshop, conference, or session.

☐ Yes ☐ No

If “yes”, please list the following: (1) name of the companies/organizations, (2) duration of internships, and (3) total number of hours worked.

GOALS

16. What PERSONAL goals have you set for yourself for after graduation?

17. What PROFESSIONAL goals have you set for yourself for after graduation?

CONCLUSION

18. If you are a student who was offered a LOTUS Scholarship in 2011 and declined to accept it, how do you feel now about your decision?

☐ I was not offered a LOTUS Scholarship in 2011

☐ I strongly believe that I made the right decision

☐ I believe I made the right decision

☐ I believe I may have made the wrong decision

☐ I strongly believe I made the wrong decision and should have accepted the scholarship

☐ It was my parents decision and I did not have a say in the decision

Annex (6) Comparison Group Meeting Agenda

First Comparison Group Meeting for Non-LOTUS Students

Wednesday, December 11, 2013

Venue: IIE/Egypt

Time	Topic	Facilitator
11:00 - 11:30	Welcome Meeting Purpose – Overview Background Members of the group introduce themselves	Carrie Johnson, Director of the LOTUS Scholarship Program
11:30 – 1:30	Open discussion on students’: <ul style="list-style-type: none">– Academics– Personal Skills– Non-Academic Activities– Goals	Nesrin Sobhy, Moderator, LOTUS Senior Monitoring and Evaluation Coordinator
1:30 – 2:00	Closing and Lunch	